

NEW NORMAL CURRICULUM

Instruction Guide

Arts Education

PP



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FOREWORD

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

(Kinga Dakpa)
Director General

INTRODUCTION

The 21st Century Education framework stipulates the emphasis on the thematic based learning areas with a comprehensive support system. The theme-based approach lends greater opportunities for experiential learning contextualized to the learner's physical, social, political, economic, spiritual and cultural setting. An approach, which mandates learning through active engagement of learners. Roles of teacher's are transformed from knowledge transmitter to facilitation, guide, evaluator, researcher and motivator.

The conventional education, which is predominantly knowledge based and examination centred teaching and learning has been the time old practices, and the stress of this model is on the learning of textual information perceived by educators important for the grade. On the other hand, with the advancement in ICT, world is flooded with such information, which are widely read by all at their leisure. What learners cannot acquire from the multiple sources are the skills, which are crucial in facilitating learners realise their potential to be socially responsible and productive individuals and contribute in the nation building processes – economic, social, political development. In the contemporary world, the knowledge-based education compromises the development of psychomotor and affective domains of learning, which affects the holistic development of learners.

Despite the stigma of COVID 19 pandemic as destroyer, it presents wider scope and opportunities for creation and innovation, generally perceived more efficient and effective in work places and social activities. The pandemic situation explicated that the old ways of working, teaching and learning, and lifestyle have limitations. Consequently, new normal ways of how we work and live, teach and learn are the contemporary traditions. In this context, an overhaul of how we think and do is an imperative, not a choice. The transformation of classroom instruction from teacher centred to learner centred teaching and learning, however calls for the following adjustment, or even the overhaul of a few practices.

- i. Reduction of learning content to facilitate deep learning as opposed to the width of the teaching through the active engagement of learners.
- ii. Integration of ICT as tools and ends of learner's education. The use of multimedia and ICT software is commonly utilized in teaching and learning as innovation to introduce variation in stimuli and sustain learner's interest and zeal in learning.
- iii. Adoption of theme based learning content, which facilitates to broaden the horizon of learning beyond the four walls, and stimulates the transfer of learnt concepts to the learner's immediate environment. This arrangement makes learner aware of the realities of the social, political, economic and cultural practices and ethos of the society. Being aware of the immediate environment of the scopes and challenges, learner is sensitized of the opportunities and issues, which may need attention for better future for the society.
- iv. Consideration to ground the curriculum design and instruction approaches the epistemological theories is imperative to facilitate deep learning as opposed to factual learning. However, the selection and use of them is subject to the nature of respective subject. For instance, constructivism is more apt for science, while connectivism is relevant for languages and ICT curricula.

- v. Active engagement of learners is imperative of the competency-based education and learning. Inevitably, summative assessment has limitation in gauging the progressive development of the learner. This is achieved objectively by the use of the continuous formative assessment (CFA). However, if summative assessment evidences are used to provide feedback to help learner in learning, it can serve as one of the techniques of CFA.

The curriculum adapted and grounded on the above wisdom, the principle of competency based learning, inspired by being aware of reality of the immediate environment, and the belief system of the society may be arbitrarily termed as the New Normal Curriculum. Learning is facilitated through the “Instructional Guide” with learners taking responsibilities of their learning; teachers facilitate and guide learners in the due course of their active engagement and assess their performance for improvement in their learning.

In the New Normal Curriculum, deep learning synonymous to “less is more” is facilitated with the use of Instructional Guide for each subject and specific classes. The content of the instruction in the guide for respective subjects are aligned with the new normal curriculum subject specific curriculum frameworks, which can be delivered with partial reference to the existing textbooks and resources available in other platforms. Through the NNC, learners have the opportunities to:

- i. learn anywhere, any time with learner being responsible for the learning.
- ii. promote deep learning with awareness and sensitivity of the realities of the world around.
- iii. develop competencies and capabilities through experiential learning and real time engagement which fosters sensitivity of realities of the life and the environment.
- iv. engage in blended learning and flip classroom with multimedia, digital pedagogies and ICT devices and websites as the tools and learning content.
- v. seek guidance from parents and guardians in facilitating their learning.
- vi. seek guidance and support as teachers assume the roles of facilitation, guide, motivator and evaluator.
- vii. Prioritise the learning content so that they have time and space for active engagement.
- viii. Improve learning through the CFA, which facilitates the identification of individual needs and the provision of appropriate interventions.

The transformation of classroom instruction from teacher centred to learner centred teaching and learning, however calls for the following adjustment, or even the overhaul of a few practices.

- vi. Reduction of learning content to facilitate deep learning as opposed to the width of the teaching through the active engagement of learners.
- vii. Integration of ICT as tools and ends of learner’s education. The use of multimedia and ICT software is commonly utilized in teaching and learning as innovation to introduce variation in stimuli and sustain learner’s interest and zeal in learning.
- viii. Adoption of theme based learning content, which facilitates to broaden the horizon of learning beyond the four walls, and stimulates the transfer of learnt concepts to the learner’s immediate environment. This arrangement makes learner aware of the realities of the social, political, economic and cultural practices and ethos of the society. Being aware of

the immediate environment of the scopes and challenges, learner is sensitized of the opportunities and issues, which may need attention for better future for the society.

- ix. Consideration to ground the curriculum design and instruction approaches on the epistemological theories is imperative to facilitate deep learning as opposed to factual learning. However, the selection and use of them is subject to the nature of respective subject. For instance, constructivism is more apt for science, while connectivism is relevant for languages and ICT curricula.

This is to ensure the active engagement of learners through a competency-based education learning.

PURPOSES OF THE INSTRUCTIONAL GUIDE

In the New Normal Curriculum, deep learning synonymous to “less is more” is facilitated with the use of Instructional Guide for each subject and specific class. The content of the instruction in the guide for respective subjects are aligned with the subject’s curriculum framework with partial reference to the existing textbooks. Therefore, it is purported to achieve the following objectives:

- ix. Facilitate learning anywhere, any time with learner being responsible for the learning.
- x. Facilitate deep learning with awareness and sensitivity of the realities of the world around.
- xi. Strengthen competency based learning and experiential learning to foster sensitivity of realities of the life and environment.
- xii. Strengthen blended learning and flip classroom with multimedia, digital pedagogies and ICT devices and websites as the tools and learning content.
- xiii. Guide parents in facilitating learning of their children.
- xiv. Inspire teachers to assume the roles of facilitation, guide, motivator and evaluator.
- xv. Helps in the prioritization of learning content with emphasis to create time and space for active engagement of learners.
- xvi. Facilitate the use of CFA for learning through objective observation and guidance.

The effective and efficient use of this guide is subject to the nature of the subject and the target class. The section on “How to Use the Guide” included in each subject provides tips on the efficient use of the guide.

GUIDING PRINCIPLES IN THE DEVELOPMENT OF THE GUIDE

The priority of education per se is to deliver learning that is relevant to the subject and life of learners, challenges learners, foster the art of lifelong learning, and source of inspiration, and equip them with transversal skills. These principles form the basis for provision of learning experiences and engagement of learners in the developmental process of the curriculum, delivery, ways of achieving, and the context of measuring learner's performance.

a. Competency based

Understanding that the contemporary world is flooded with information, which serve as the sources of knowledge and ideas, the education for the acquisition of knowledge is irrelevant and redundant. Consequently, the priority of education is shifting to empowering learners with transversal skills and life skills as means to help learners realize and develop their potential.

Therefore, this guide is to ensure that the teaching and learning emphasises on the development of skills and foster positive attitude for learning, as opposed to knowledge acquisition, through active engagement of learners in diverse learning experiences.

b. Experiential learning

Learner's learning experiences are contextualised to the immediate environment – social, political, economic and physical, which provide opportunities for the development of competencies of creativity, critical thinking and problem solving, collaboration, communication, citizenship and cultural skills.

This is made possible through the active engagement in diverse learning context and experiences. Such approach, thus speculates that the stress is on the understanding of fundamental concepts, principles, laws and ideas. This indicates that the peripheral ideas, examples and textual information are learnt as extended information. The integration of blended learning and flip classroom modes and place based education approach of instruction offer greater flexibility and opportunities to generate new knowledge by themselves along with the development of associated skills.

c. Gross National Happiness (GNH)

The principles of GNH should be deeply embedded in the curriculum for the holistic development of the learner. This will prepare the learner to participate and contribute to the culture, society, and economy of the country more meaningfully. The wisdom drawn from this principle is vital in creation of "living school culture" and uphold the principle of emotional intelligence to foster gender sensitivity, equity and equality to education.

In this context, it is imperative of the guide that the elements of GNH are integrated as the learning content and are practiced as the inclusive pedagogical process in the classroom or at home.

d. Inclusiveness

It should value and include the knowledge, perspectives, and backgrounds and experiences of each learner to realise his or her full potential. Education is intended for all children in Bhutan, and due respect and acceptance is accorded to cohorts of learners from diverse background, and with cognitive and physical individual differences. It will mean deploying and accepting different starting points, a different pace of learning and ensuring that students are challenged to achieve high standards in ways that complement what they already know, what they can already do, and how they learn best.

This guide upholds the ideology of inclusiveness and education for all through the integration of diverse learning experiences and approaches, and assessment of how their learning is progressing.

e. Learner-centred and developmentally appropriate

This implies that curricular contents, teaching techniques and assessment methods for each grade or level of school education are selected in accordance with children's developmental stages and needs of individual learner. Each child is different and the rate at which individual child grows and reach various developmental stages varies, although the patterns and sequences for growth and development are usually the same for all. They should be able to progress at a rate, which matches their needs and aptitudes.

The curriculum should be relevant to the learners' lives both current and future. It will be responsive to the social and technological changes and meet the needs of the students. It will thus be a balance between what is imperative for all the students, and be flexible for learning at the learner's pace and time.

f. Approaches

According to John Dewey and other educators, progressive education must prepare learners for active participation in education. The focus of education must be creating critical thinkers and inquirers who are active learners. Most progressive education programs have the following qualities in common:

Integration of entrepreneurship into education

Strong emphasis on problem solving and critical thinking

Learning by understanding as the goals of learning as opposed to rote knowledge

Collaborative and cooperative learning strategies to develop social skills

Education for social responsibility and democracy

Personalized learning and living school culture based on differentiated instruction accounting for each individual's personal needs and goals

Integration of community service and service learning projects into the curriculum

Emphasis on varied learning resources and de-emphasis on textbooks.

Integration of digital technologies and pedagogies

Appropriate assessment techniques and tools deployed in the CFA

INSTRUCTION ON LEARNING EXPERIENCES ORGANIZATION

This instruction guide should go hand in hand with the NNCF and other resources given in form of links and materials. Arts Education itself in nature is experiential learning and hands on. However, the teachers must play their roles in facilitating the learning and guide all students to aspire and fulfill competency based learning. This guide will help all teachers at schools and parents at home to provide and continue learning in a progressive manner. It is dynamic in nature and anyone can get access to create and make learning a fun and inquisitive. The students can go beyond the recommended learning activities suggested in the instruction guide.

Curriculum Content

Strand - Drawing

Chapter- 1- Big Arm Movement

It is a basic exercise of drawing lines freely without any prescribed rules. It involves the movement of the arm at one's pleasure and style. This activity enhance gross motor skills and hand-eye coordination. This activity can be done in a similar manner outside the classroom on the bare/sandy ground. The teacher has to bring pre-drawn lines in a separate worksheet (chart paper) to the class as an example.

Competency

Perform big arm movements towards developing gross motor skills and hold a pencil/crayon) correctly.

Objective/s

1. Hold a pencil correctly.
2. Make scribbles using pencils, crayons, sticks, fingers.
3. Draw lines freely by using big arm movement techniques as instructed.
4. Realise that scribbling on walls or other properties is a bad habit.

Pedagogy:

Individual work – students will watch a tutorial video on how to hold a pencil correctly and learn it. In the next lesson, students can carry out the task using workbooks or worksheet inside the classroom. This activity can be carried out outdoor (open ground) for more practice so that students develop hand-control and coordination.

Teacher can refer Teacher's Guide Book chapter 1 (page no 1) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Tutorial - <https://youtu.be/RclxBdiuvOM>

Teacher can create or select tutorial videos on how to hold a pencil and big arm movement lessons. These videos can be shared via Wechat, Messenger, Telegram, and Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. Students will carry out the activities in their workbook or drawing book

Note: Advise children not to scribble on walls, cars, roads

Parents to guide their children

Reflection:

1. Did you enjoy it?
2. Would you like to do it again?
3. Many children scribble on walls and properties. Is it a good habit to scribble on the wall?

Assessment:

Assess individual workbook or drawing book. Student can also submit their works via Wechat, Messenger, WhatsApp, Signal etc. The teacher will maintain a record of students' work using appropriate tools such checklist, individual folder, rubrics, rating scale (refer NNCF for sample)

Maintain the record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenient.

Resources/ materials

Teacher's Guide Book, Student's workbook, worksheet, pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Drawing

Chapter 2 – Lines

Line is an element of art defined by a point moving in a space. It is a straight or a curved extension of different points. Formation of line is the basis of any drawing and sketching. This activity develops hand-eye coordination and enhances the skill of drawing fine lines.

Competency

Progress from scribbles towards development of drawing lines and curves.

Objective/s

1. Draw short-straight lines by tracing over the dotted lines.
2. Draw longer lines and curve lines
3. Demonstrate finesse in simple drawing.

Pedagogy

Individual work – students will carry out the task using workbooks or worksheet. This activity can be extended to more refinement task by connecting to tutorial video with the given link below after the first task.

Teacher can refer Teacher’s Guide Book chapter 2 (page 3) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Tutorial - <https://www.youtube.com/watch?v=5k387j7wcmw>

Teacher can create or select tutorial videos on ‘how to start drawing simple lines and curves’. These videos can be shared via Wechat, Messenger, Telegram, and Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook or drawing book.

Note: Advise children not to draw on walls, cars, roads

Parents to guide their children

Reflection

1. What did you do in this activity?
2. Were you able to draw neat lines?
3. Can you draw lines without dots?

Assessment:

Assess individual workbook or drawing book. Students can also submit their works via Wechat, Messenger, WhatsApp, Signal etc. The teacher will maintain a record of students' work using appropriate tools such checklist, individual folder, rubrics, rating scale (refer NNCF for sample).

Resources/ materials

Teacher's Guide Book, Student's workbook, worksheet, pencil, colour pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link

1. <https://www.youtube.com/watch?v=uMdor4luSIQ>
2. <https://youtu.be/Tzt0V7J65mQ>

Strand – Painting

Chapter 3 – Observe and Colour

Observe and Colour refers to observing of an object and colouring the outline of a picture with the same colour. Student can carry out the activity as instructed. This activity helps students to develop observational skills and get exposure to different colours. Encourage students to colour within the outline to ensure finesse.

Competency

Observe and paint objects found in their environment

Objective/s

1. Identify the colour of an object
2. Colour the outline of an object with appropriate colour as shown in the sample picture.

Pedagogy

Individual task – students will carry out the task using workbooks or worksheet. This activity can be extended to more refinement task by connecting to tutorial video with the given link below after the first task.

Teacher can refer Teacher’s Guide Book chapter 3 (page 5) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Tutorial - <https://youtu.be/uuOpfCG0aUY>

Teacher can create or select tutorial videos on ‘basic colouring within outlines’. These videos can be shared via Wechat, Messenger, Telegram, and Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook or drawing book.

Note: Advise children not to colour on walls, cars, roads

Parents to guide their children

Reflection

1. Observe your friend’s coloured work and share your observations to the class.
2. Do you love colours? Show your favourite colour.

Assessment:

Assess individual task. Students can also submit their works via Wechat, Messenger, WhatsApp, Signal etc. The teacher will make general feedback on student's work.

Resources/ materials

Teacher's Guide Book, Student's workbook, worksheet, pencil, colour pencil, crayon, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Painting

Chapter 4 – Trace and Colour

Trace and colour involves student tracing over the dotted lines to form an image. Once the image is formed, students have to colour the image. Then introduce the image name (*Drami*) and the class can talk about it.

Competency

Colour within the traced outlines

Objective/s

1. Trace over dotted *Drami*.
2. Apply colour referring the given example

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 4 (page 7) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Individual work – students will carry out the task using workbooks or worksheet. This activity can be extended to more refinement task by connecting to tutorial video with the given link below after the first task.

Tutorial - <https://youtu.be/vgjPq0VpKBo>

Teachers have to prepare worksheets before children watch this tutorial to carry out the task later. The teacher can also ask students to work on alternative activity given in the Teacher’s Guide (page 8). The teacher can create or select tutorial videos on ‘Trace and Colour’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook or drawing book.

Note: Teacher to bring a sample *Drami* and show it to the class before students carry out their activities.

Reflection

1. Have you seen *drami*?
2. Where do we see the pattern of *Drami*?

Assessment:

Assess individual workbook or drawing book. Students can also submit their works via different social media tools. The teacher can assess their workbooks after the task and keep and maintain a record of each student's task using appropriate tools such checklist, individual folder, rubrics, rating scale (refer NNCF for sample).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				

Resources/ materials

Teacher's Guide Book, Student's workbook, worksheet, pencil, colour pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Craft

Chapter 5 – Clay work (shapes)

Clay work means modelling or making any shapes using clay/dough/mud. This activity provides opportunity for students to touch, feel, manipulate and create different shapes. Playing with clay helps to develop the child's hand muscle and improve dexterity. It also helps in expanding a child's attention span.

Competency

Experiment with different materials and mediums in making simple shapes and models.

Objective/s

1. Model simple shapes using clay/mud/dough.
2. Colour their models

Pedagogy

Teacher can refer Teacher's Guide Book chapter 5 (page 10) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Individual work – students will carry out the task using workbooks or worksheets. This activity can be extended to more refinement task by connecting to tutorial video.

Teacher can select any mud clay tutorial lesson from online.

Suggestive tutorial - <https://youtu.be/qJ3dYuy6w6w>

Also, the teacher can make students carry out alternative activity given in the Teacher's Guide (page 10) using Plasticine or play dough. The teacher can create or select tutorial videos on 'Clay Work'. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook or drawing book.

Note: For this activity, the teacher will instruct students to bring clay/mud/dough from their homes. After this activity, students will have to clean their work place and wash their hands properly.

Reflection

1. Did you enjoy playing with clay?
2. What should be done for your dirty hands?
3. What are we going to do with your clay works?

Assessment:

Assess individual tasks physically and keep a record using appropriate record sheets. Students can also submit their works via different social media tools.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	progression	participation	Skilful
1	Sonam				
2	karma				
3					

Resources/ materials

Teacher's Guide Book, clay/dough/mud, plasticine/play dough, poster colour, paint brush, palette, water, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link

1. <https://youtu.be/3YvFFM5ohrk>
2. https://youtu.be/E7ps_BomGbo

Strand – Drawing

Chapter 6 – Frottage (rubbing)

Frottage is a technique of creating a design by rubbing (with pencil/coloured pencil or crayon) over an object placed underneath the paper. We can use interesting surfaces such as wall, floor, doors, rocks, and leaves etc. to create a fun art piece. Using this technique, students can create prints and texture of any objects.

Competency

Create different frottage textures using different materials.

Objective/s

1. Rub over materials to capture different textures.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 6 (page 11) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Individual work – students will carry out the task using workbooks or worksheet. This activity can be extended to more refinement tasks by connecting to tutorial video with the given link below after the first task.

Tutorial - <https://youtu.be/OxNCvckdkU8>

Students can carry out the task given in the Teacher’s Guide (page 11) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Frottage’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Teacher should collect varieties of materials with different textures to be used in the class beforehand.

Reflection

1. Is there any interesting things in your house that can make frottage art?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	participation	Skilful
1	Sonam				
2	karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, crayon, colour pencil, different materials (coin, leaves, fabric/ objects with corrugated surface) for making frottage, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/ExuW4ks6Uf8>

Strand – Painting

Chapter 7 – Cotton Printing (*Bumpa*)

It is a type of printing which requires soaking of cotton in a colour and dabbing them on an outline shape. We can use any medium of colour for this activity. However, water colour is preferred owing to its availability. It provides an opportunity to use tools and techniques of printing. It will encourage creativity and develop their power of imagination.

Competency

Develop foundational skills and techniques to use various mediums to create simple prints and paintings

Objective/s

Make prints using cotton within given outline shape

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 7 (page 13) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

Tutorial - <https://youtu.be/8FTDIJzKnss>

Students can carry out the task given in the Teacher’s Guide (page 13) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘simple printing with sponge for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Teacher have to ask students to bring balls from their homes if it’s not available in the school. After the activity. Let the art work dry before students close their workbook. Ensure proper disposal of used cotton balls.

Reflection

1. Did you enjoy?
2. What else can you do with cotton ball other than print?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, cotton, poster or water colour, palette, brushes, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/sL4YMo64rcA>

Strand – Painting

Chapter 8 – Finger Printing

Finger printing is a technique of creating prints using impression of the inner surface of the finger on a surface. We can use finger prints creatively for this lesson on paper. This activity will help students in developing sensory integration of touch and feel.

Competency

Develop foundational skills and techniques to use various mediums to create simple prints and paintings.

Objective/s

1. Make prints using finger(s)
2. Use finger prints to create forms and shapes.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 8 (page 15) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

Tutorial - https://youtu.be/oblbD_aUcr8

Students can carry out the task given in the Teacher’s Guide (page 13) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘simple finger printing for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: The teacher must ensure that students fold their sleeves before doing this activity as it involves dipping finger(s) in paints. Students will have to wash their hands after the activity.

Reflection

1. How many finger print arts did you make?
2. Which one is your best? Tell us about it?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, paper sheet, cotton, poster or water colour, palette, brushes, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/wR4cedjvPFs>

Strand – Painting

Chapter 9 – Vegetable or fruit Printing

It is a method of making prints using vegetables or fruits. It can be done either by dipping or applying colour directly on the cut surface of vegetable or fruit and stamping it onto the paper in random or ordered patterns. Printing consists of many fun activities for students which can trigger student's senses for innovation and creativity.

Competency

Develop foundational skills and techniques to use various mediums to create simple prints and paintings

Objective/s

1. Make vegetable or fruit prints in the given outline
2. Dispose the used vegetables in the proper place (degradable).

Pedagogy

Teacher can refer Teacher's Guide Book chapter 9 (page 17) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

Tutorial - <https://youtu.be/2-2fSRR3B8E>

Students can carry out the task given in the Teacher's Guide (page 17) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'vegetable and fruit printing for small children'. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Ask students to bring available fruits or vegetables a day before the activity. Teacher must cut the vegetables or fruits before the class begins (ladyfinger and bitter melon make better prints).

Reflection

1. How many finger print arts did you make?
2. Which one is your best? Tell us about it?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, paper sheet, cotton, poster or water colour, palette, brushes, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/zCNc6hGg6aE>

Strand – Craft

Chapter 10 – Paper Plane

Paper plane refers to making a simple craft by folding a sheet of paper to create a toy. It is a part of origami. Origami is an art of paper folding, which is often associated with Japanese culture. In modern usage, the word ‘origami’ is used as an inclusive term for all folding practices, regardless of their culture of origin. Making paper plane requires patience and an ability to fold paper. It brings excitement in other learning modalities such as visualization and kinaesthetic through hands-on experiences.

Competency

Experiment with different materials and mediums in making simple craft works

Objective/s

Fold paper to make paper planes using paper or waste paper.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 10 (page 19) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

Tutorial - <https://youtu.be/X6CZZO3pFvU>

Students can carry out the task given in the Teacher’s Guide (page 19) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘simple paper plane for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Take students outside to play with their paper planes and have fun. Take safety measures by not hitting their paper planes to each other.

Reflection

1. Whose plane could fly higher in the air? Why do you think so?
2. Will you be able to make paper plane tomorrow?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, coloured paper or origami paper, glue, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Craft

Chapter 11 – Cut and Paste (Tiger)

This is one form of collage that requires cutting of paper and pasting on the given outline. This particular activity requires the teacher to cut tiger stripes as shown in the picture in the Teacher's Guide book before the class begins. This activity helps students to learn skills such as gluing, sticking and organizing the art work.

Competency

Create paper collages using torn up old newspapers, magazines, and paper wastes.

Objective/s

Paste the given paper strips within the outline of a tiger

Pedagogy

Teacher can refer Teacher's Guide Book chapter 11 (page 21) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students can carry out the task given in the Teacher's Guide (page 19) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'simple cut and paste activity for small children'. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: The teacher should cut the paper strips using the black colour magazine pages or black chart paper in advance.

Reflection

1. Which other animals have you seen with stripes?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, black coloured paper strips, scissors (for teacher) glue, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Craft

Chapter 12 – Tear and Paste

It is a collage that does not involve cutting. Papers are torn and pasted to create collage/art work. This activity helps children to learn skills such as gluing, sticking and tearing of papers in desired size and shape. This activity also provides opportunity for creative thinking and reusing waste papers (old magazine or newspaper).

Competency

Create paper collages using torn up old newspapers, magazines, and paper wastes.

Objective/s

1. Tear and paste paper (old magazine or newspaper) to create a collage.
2. Manage their own wastes

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 12 (page 23) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 24) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/Xp6jcPPNSuA>

Students can carry out the task given in the Teacher’s Guide (page 23) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘simple tear and paste activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Allow students to decide their own collage, so that the topic provided should not be taken as prescriptive.

Reflection

1. Display their art works and let them talk about it
2. Gallery walk

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, old magazines, glue, coloured paper, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - https://youtu.be/MX_VDpbxJHQ

Strand – Drawing

Chapter 13 – Curves

A curve is a line with bends without any sharp angles. It is the best basis for all the drawings or sketching. Curve lines express fluid movement and they can be calm or dynamic depending on how much they curve. This activity will develop hand – eye coordination and enhance the skill of drawing fine lines.

Competency

Draw simple curves.

Objective/s

1. Trace over the dots to create curves.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 13 (page 25) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 26) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/LgE7Wqanqio>

Students can carry out the task given in the Teacher’s Guide (page 25) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘simple drawing curve activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Encourage students to draw different curves.

Reflection

1. Observe and identify the curves (lines) in their environment.

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/eTScSdG9lMA>

Strand – Drawing

Chapter 14 – Tracing

Drawing around an object to get a 2-D outline of that object is called tracing. Although there are other types of tracing, this activity is focussed on tracing around an object. It is a fun activity that requires students to hold the object firmly for proper tracing. It enhance their dexterity and hand-eye coordination.

This activity can be best carried out in groups to enable them to take turns in using the objects for tracing.

Competency

Trace over different objects found in the immediate environment.

Objective/s

1. Trace objects which are available with pencil or coloured pencil

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 14 (page 27) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 28) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial – <https://youtu.be/thTZW1MPX4I>

Students can carry out the task given in the Teacher’s Guide (page 27) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Tracing activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: The teacher has to collect traceable objects before the class begins. However, avoid giving sharp objects like nails, knife, broken glass objects, pins, and blades.

Reflection

1. Do you like this activity? Why?
2. Identify 2-D and 3-D shapes.

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, pencil, coloured pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/FyyJDXq-7uU>

Strand – Painting

Chapter 15 – Colour Work

Colour Work refers to colouring of shapes within the given outline using primary colours. Primary colours are colours that can be combined to make a useful range of colours which cannot be created by mixing other colours. Primary colours consist of Red, Blue and Yellow (RBY).

Colour is a part of human life which helps to describe and form visual images of nature and surrounding. Similarly, when they are exercising their imagination while creating stories, colour is an important part of the descriptive techniques.

Competency

Recognize Primary colours to help understand colours present in their surroundings.

Objective/s

1. Identify primary colours (Red, Green, and Yellow)
2. Colour the pictures given in the workbook.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 15 (page 30) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 29) or by connecting to tutorial video online (teacher must prepare all outline pictures given in the tutorial video).

Tutorial - <https://youtu.be/tWFbY7Ad6to>

Students can carry out the task given in the Teacher’s Guide (page 29) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘colour work for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Class PP students will be introduced to primary colours through this activity. Teacher can focus on identification of primary colours in this activity.

Reflection

1. Identify the objects with primary colours in the classroom

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, crayon, or oil pastel,/coloured pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - https://youtu.be/iBk0N_3umo8

Strand – Painting

Chapter 16 – Printing with Leaves

Printing with Leaves is another form of print work, where leaves are used as a medium. It is a fun and easy printing activity for students of all ages. Leaf printing is also a great scrapbooking idea or a way to enhance gift wrap, cards and other paper crafts. It helps students learn about shapes, colour, colour blending and fall season of leaves.

Competency

Observe and paint objects found in their environment

Objective/s

1. Make prints using fallen leaves.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 16 (page 31) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 32) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial – <https://youtu.be/DknOvAlfX5o>

Students can carry out the task given in the Teacher’s Guide (page 31) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Printing with Leaves for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Teacher may have to arrange additional paper for printing.

Reflection

1. Why did we collect fallen leaves?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, poster/water colour, brushes, palette, leaves, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/-2frUcgQ8UQ>

Strand – Drawing

Chapter 17 – Chalk Rub

Chalk Rub is an activity of creating images of the stencil by rubbing chalk on its edges. Students get an opportunity to try with different media to make art, thus encouraging visual analysis and concentration.

Competency

Rub over the stencil design to create images or pictures.

Objective/s

1. Rub the edges of the stencil with coloured chalk.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 17 (page 33) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 34).

Students can carry out the task given in the Teacher’s Guide (page 32) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘rubbing for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Teacher has to cut different stencils before the activity. The stencil paper should be thicker than the usual paper so that the rubbing will be possible for a better image. If coloured chalk is not available, a white chalk can be soaked in a colour ink.

Reflection

1. What other material can we use for chalk rub?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher’s Guide Book, workbook, colour chalk, stencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/B2TvxHAmT70>

Strand – Craft

Chapter 18 – Paper Fan

Paper Fan is a craft made by folding a sheet of paper. It is a form of origami which helps students to stimulate creativity, enhance attention and sequencing skills.

Students can use their paper fans for cooling purposes for fun.

Competency

Develop basic paper crafting skills.

Objective/s

1. Fold paper to make paper fan
2. .Construct simple origami

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 18 (page 35) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 36) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/dIRxwUfsbD4>

Students can carry out the task given in the Teacher’s Guide (page 35) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘paper fan art for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Reflection

1. Try joining two-three of the fans

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, used paper, glue, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/kIqMwvgxVSM>

Strand – Drawing

Chapter 19 – Joining Dots

It is a form of puzzle that has a sequence of numbered dots. When all the dots are connected to form lines, an outline of an object or shape is revealed. This activity has a surprise element and gives students a joy upon discovering the image. It also enhances hand-eye coordination and numbering exercises.

Competency

Rub over the stencil design to create pictures.

Objective/s

1. Fold paper to make paper fan
2. Develop basic paper crafting skills.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 19 (page 36) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 37) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/vNBEFJ5APic>

Students can carry out the task given in the Teacher’s Guide (page 36) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Joining Dots activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Ensure students draw lines following the numbers without using rulers.

Reflection

1. Encourage students to make similar activities for their friends to try out.

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, pencil, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/5rb8Dynf0js>

Strand – Painting

Chapter 20 – Read and Colour

Read and Colour is an activity that requires students to read the given colour names and colour accordingly. It will help to recapitulate the primary colour names. This is a traditional Bhutanese motif called *Sew Meto* usually seen on Bhutanese houses.

Competency

Explore other colours other than primary colours.

Objective/s

1. Read and colour within the given outline accordingly
2. Learn a simple Bhutanese motif (*sew meto*).

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 20 (page 38) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 39).

Students can carry out the task given in the Teacher’s Guide (page 38) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Read and Colour activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Provide additional papers for children to draw and colour for those students who finish this activity early.

Reflection

1. Students draw picture and colour their drawings using primary colours.

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, colour pencil/crayon, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Craft

Chapter 21 – Clay Work

Clay Work means modelling or making vegetables and fruits using clay/dough/mud. This activity provides opportunity for students to touch, feel, manipulate and create vegetable or fruit models. Playing with clay helps to develop the child's muscle and improve dexterity. It also helps in expanding a child's attention span, visualization and develops interpretative skills.

Competency

Construct simple 3D shapes and letters using clay.

Objective/s

1. Make vegetables and fruits models using clay/mud/dough
2. Name a few vegetables and fruits.

Pedagogy

Teacher can refer Teacher's Guide Book chapter 21 (page 40) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 41) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/qJ3dYuy6w6w>

Students can carry out the task given in the Teacher's Guide (page 40) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'Clay Work for small children'. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: The teacher can instruct students to bring clay/mud/dough from their homes. After this activity, students have to clean their work place and wash their hands properly. They may practise with dough at home as well.

Reflection

1. Discuss what we can do with their clay art.
2. Give a small talk on valuing art works and not treating them like garbage.

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, clay/dough/mud, water colour, brushes, palette, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Painting

Chapter 22 – Imprinting

Imprinting is a mark or print made on clay/dough/mud by pressing on it with objects. This is another clay work which does not require making models. Clay is instead used as a tool for imprinting. Seeing the created imprints, the students will experience visual delight and encourage further exploration.

Competency

Create imprints on clay using 3D materials to form patterns and designs.

Objective/s

1. Cut the kneaded clay/mud/dough into desired shapes.
2. Imprint objects onto the clay/mud/dough.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 22 (page 43) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 44) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/t2e4UEVBAPk>

Students can carry out the task given in the Teacher’s Guide (page 43) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Imprinting activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: The teacher can instruct students to bring clay/mud/dough from their homes. After this activity, students have to clean their work place and wash their hands properly. They may practise with dough at home as well.

Reflection

1. What things from your kitchen can be imprinted?
2. What should we do with your art work?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, clay/dough/mud, imprinting objects (keys, spoon, erasers, chalk, etc), water colour, brushes, palette, sponge, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Strand – Painting

Chapter 23 – Nature Collage

Nature Collage is an activity where students have to create an original art piece using locally sourced natural materials. It is a fun outdoor activity which encourages them to take notice of natural materials in their environment. It is also a fun way to incorporate nature into art lessons.

Competency

Create collage using materials available in and around the school.

Objective/s

1. Create collage using locally available natural materials
2. Learn about their immediate environment.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 22 (page 45) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 46) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/vr8QpJUQPpQ>

Students can carry out the task given in the Teacher’s Guide (page 45) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Nature Collage for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: students can be taken for a brief nature walk to collect material. After the activity, the materials can be taken back to where they have brought from in case the teacher decides the class will not use glue. The teacher has to bring prepared examples of nature collage.

Reflection

1. Do a gallery walk and provide constructive feedback

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, Thick cardboard (for support), locally available materials (leaves, feathers, sticks, stones, etc, glue, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/9v5vonHSE5I>

Strand – Drawing

Chapter 24 – Doodles

Doodles are simple drawings that can have concrete representational meaning or may just be composed of random and abstract lines. Doodling activity will help students to explore different patterns and lines to produce creative art pieces. Doodling is a good brain exercise which helps students spur creative insights and feelings.

Competency

Draw different patterns and designs with free lines and shapes to create doodle arts.

Objective/s

1. Use lines, shapes and patterns to create doodle art within an outline.
2. Enhance creativity.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 24 (page 47) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 48) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/BCBr7Fg6UCU>

Students can carry out the task given in the Teacher’s Guide (page 47) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘Doodles art for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Teachers can refer to the internet to explore more examples about doodle art and ensure students see lots of examples. However, discourage copying and focus on creating original doodle pieces.

Reflection

1. Did you have fun doing this?
2. Do you think you can do this at home?

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

Resources/ materials

Teacher's Guide Book, workbook, pencil, crayons, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/NPgERR3xEDU>

Strand – Drawing

Chapter 25 – Me and My Family

A family is defined as a specific group of people living together. An example of a family is a set of parents living with their children. Although, this is the accepted definition, a family can include pets and relatives. This activity incorporates a family in art lessons thus making learning personal.

Competency

Draw simple pictures of themselves and their family.

Objective/s

1. Draw a picture of themselves with their families.
2. Colour their family picture.

Pedagogy

Teacher can refer Teacher’s Guide Book chapter 25 (page 49) or visit REC web (download) to conduct the task.

REC web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Students will carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 50) or by connecting to tutorial video online (teacher can find tutorial online).

Tutorial - <https://youtu.be/BqypeWt8zyo>

Students can carry out the task given in the Teacher’s Guide (page 49) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on ‘About family activity for small children’. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook, drawing book, and worksheets.

Note: Accept any kinds of family drawings they portray. Do not criticize their art works.

Reflection

1. Allow students to share their family art work to the class voluntarily.

Assessment:

Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Name:

Date:

Class:

Click in the appropriate box to select “Yes” or “No”. Explain responses if necessary in the remarks section.				
Sl.no	Indicators	Yes	No	Remarks
1.	On task			
2.	Following direction			
3.	Presentation			
4.	Focus			
5.	Creativity and originality			

Resources/ materials

Teacher’s Guide Book, workbook, pencil, crayons, projector, and laptop.

REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - <https://youtu.be/XPmfY6cTgKg>

Glossary

Drami - endless knot – one of the eight lucky signs of Bhutanese traditional motif.

Bumpa – religious vase

Sew Meto - a traditional Bhutanese motif painting (flower)